

Effective Classroom Practice:  
Active Engagement of Students  
Multiple Opportunities to Respond

Session 4: Classroom MBI  
Team Training  
Presented by the MBI Consultants

Wisconsin  
Office of Public Instruction  
Public Access, State Superintendent

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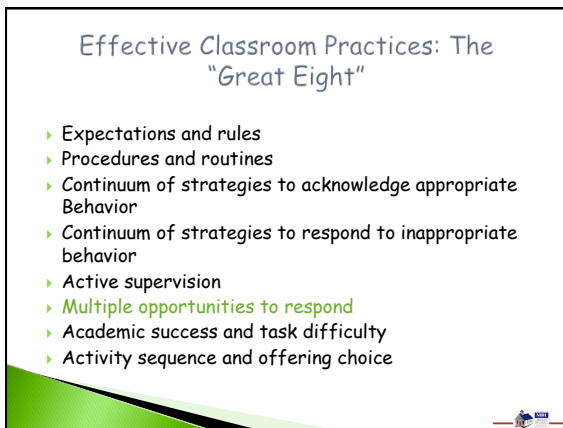
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Effective Classroom Practices: The  
"Great Eight"

- ▶ Expectations and rules
- ▶ Procedures and routines
- ▶ Continuum of strategies to acknowledge appropriate Behavior
- ▶ Continuum of strategies to respond to inappropriate behavior
- ▶ Active supervision
- ▶ Multiple opportunities to respond
- ▶ Academic success and task difficulty
- ▶ Activity sequence and offering choice

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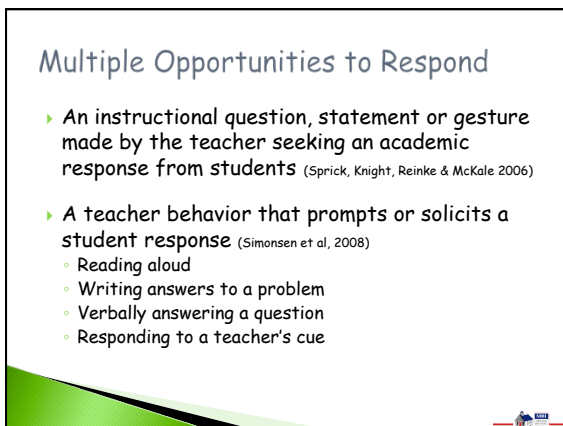
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Multiple Opportunities to Respond

- ▶ An instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke & McKale 2006)
- ▶ A teacher behavior that prompts or solicits a student response (Simonsen et al, 2008)
  - Reading aloud
  - Writing answers to a problem
  - Verbally answering a question
  - Responding to a teacher's cue

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## Opportunities to Respond

ANTECEDENT	BEHAVIOR	CONSEQUENCE
Teacher Provides: Verbal Questions Prompts Cues	Student Responses: Written Choral Verbal Motor	Teacher Provides: Specific, Positive Feedback

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## Opportunities to Respond: Example

ANTECEDENT	BEHAVIOR	CONSEQUENCE
Teacher says, "When I give the signal everyone answer this question: What is 5 times 6?"  Teacher waits a few seconds and gives signal	Students chorally respond, "30"	Teacher says, "Yes! The correct answer is 30"

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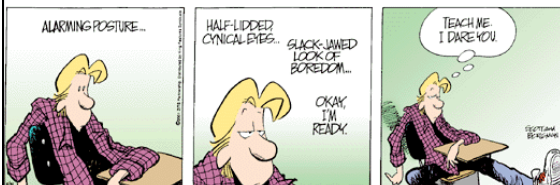
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## Why Provide Multiple Opportunities to Respond?

### Behavioral Outcomes:

- Increases student engagement with instruction
- Allows for high rates of positive, specific feedback
- Limits student time for engaging in inappropriate behavior
- Is an efficient use of instructional time




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### Why Provide Multiple Opportunities to Respond?

#### Academic Outcomes:

- ▶ **Improved Reading Performance:**
  - increased percentage of reading responses
  - mastery of reading words
  - rates of words read correctly
  - decreased rates of words read incorrectly(Carmine, 1976; Skinner, Smith & McLean, 1994)
- ▶ **Improved Math Performance:**
  - percentage of problems calculated correctly per minutes
  - number of problems completed
  - active correct responses(Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997)

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### Rate of Opportunities to Respond



- ▶ **New Material:**
  - 4 - 6 student responses per minute with 80% accuracy
- ▶ **Practice Work:**
  - 9 - 12 student responses per minute with 90% accuracy

(CEC, 1987; Gunter, Hummel & Venn, 1998)

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### Observing Opportunities to Respond

- ▶ **Classroom:** Frequency
  - Observer tallies the number of instructional questions, statements or gestures made by the teacher seeking an academic response.
- ▶ **Students:** Rate of Academic Engagement
  - Observer Records "+" symbol for on-task/engaged behavior and "-" indicates off-task behavior

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### Opportunity to Respond Practice

1. Read the classroom vignette (Handout 1).
2. Determine how many opportunities to respond were provided to students during the instructional period.
3. Identify whether each opportunity was an individual or group response.



Handout 1

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### Strategies to Increase Student Opportunity for Response

- A. Track Students Called On
- B. Guided Notes
- C. Response Cards
- D. Computer-Assisted Instruction
- E. Classwide Peer Tutoring
- F. Direct Instruction

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### A. Track Students Called On

- Are all students called on?
  - Use a seating chart & mark off when a student is called on to answer an academic question
  - Draw students' names from a jar
  - Other strategies you have used




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## B. Guided Notes

An example of Guided Notes for what we have learned so far about OTR.

- Opportunity to Respond is an instructional question, statement or gesture made by the teacher seeking \_\_\_\_\_
- Rate of OTR for New Material: \_\_\_\_\_ responses from students per minute with \_\_\_\_\_% accuracy
- Rate of OTR for Practice Work: \_\_\_\_\_ opportunities with \_\_\_\_\_% accuracy
- Three common strategies to increase OTR are:  
 Tracking students called on  
 Guided \_\_\_\_\_  
 Response \_\_\_\_\_

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## How To Develop Guided Notes



- ▶ Examine existing lecture outlines
- ▶ Delete key facts, concepts & relationships
- ▶ Insert concept maps, graphs, charts, diagrams & other resources
- ▶ Provide formatting cues (blank lines, numbers, bullets, etc.)
- ▶ Do not require students write too much

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## C. Response Cards

- ▶ Cards, signs, or items simultaneously held up by all students to display their responses
- ▶ Types of response cards
  - Preprinted Cards:
    - Yes/No, True/False, Agree/Disagree,
  - Preprinted Cards with Multiple Answers:
    - Letters, Numbers, Parts of Speech, Characters in a Story
  - Write-On Cards:
    - 9X12 Response Cards & Dry-Erase Markers
    - Back side of recycled paper
- ▶ Easy to manipulate, display and see

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## Use of Response Cards

- ▶ Teach, model and practice the routine
 

1. Question	5. Cue to Show
2. Think	6. Hold up Card
3. Decide Answer	7. Put Down Card
4. Wait	8. Prepare for Next Question.
- ▶ Maintain lively pace
- ▶ Short time between questions
- ▶ Give clear cues
- ▶ OK to look at classmates' cards
- ▶ Specific, positive feedback for correct answers and use of cards




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## Response Card Practice

- ▶ Distribute true/false cards to all participants
- ▶ Routine
  - I will ask a question and give you time to think.
  - I will say "Answer."
  - Show your card with your answer toward me.
  - Hold card until I say "Cards down."
  - Place card on table and put eyes on me.
- ▶ Practice



Handout 2: True/False Cards

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## Response Card Activity

- ▶ Pair with another participant
- ▶ Discuss a lesson you teach that could include the use of response cards
- ▶ Be sure each of you comes up with a plan
- ▶ Use Handout 3
- ▶ Handouts 4 & 5 are examples (one elementary and one secondary)
- ▶ Be prepared to share



Handouts 3, 4, 5

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### Strategies to Increase Student Opportunities to Respond

- A. Track Students Called On
- B. Guided Notes
- C. Response Cards
- D. Computer-Assisted Instruction
- E. Class-wide Peer Tutoring
- F. Direct Instruction

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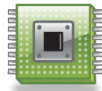
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### D. Computer-Assisted Instruction

Provides ...

- ▶ High levels of response opportunities
- ▶ Immediate feedback
- ▶ Enhanced motivation for learning




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### E. Class-wide Peer Tutoring



- ▶ Highly structured format
- ▶ Reciprocal peer tutoring so every student can tutor and be tutored
- ▶ Promote high levels of on-task behavior
- ▶ Actively engages all students in the classroom simultaneously

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### E. Class-wide Peer Tutoring

#### Common Characteristics

- ▶ Clearly defined learning tasks/responses
- ▶ Individualized instruction
- ▶ High rates of active student responding
- ▶ Immediate feedback and praise for correct responses
- ▶ Systematic error correction
- ▶ Measurement of student progress
- ▶ Motivation for students

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### F. Direct Instruction

- ▶ Direct Instruction (DI) is a teaching model that emphasizes carefully planned lessons designed around small learning increments with clearly defined and prescribed teaching tasks
- ▶ It is based on the theory that clear instruction eliminates misinterpretations and can greatly improve and accelerate learning

(NIFDI website)

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### F. Direct Instruction



#### Characteristics:

- ▶ Explicit, systematic instruction based on scripted lesson plans
- ▶ Ability grouping
- ▶ Emphasis on pace and efficiency of instruction
- ▶ Frequent assessment
- ▶ Quick pace helps keep students on task
- ▶ New material is worked on in highly interactive format

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### Why Provide Multiple Opportunities to Respond ...

- ▶ Increases student engagement with instruction
- ▶ Allows for high rates of positive, specific feedback
- ▶ Limits student time for engaging in inappropriate behavior
- ▶ Is an efficient use of instructional time

(Heward, 1994)

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### Discussion Activity



- ▶ With your school team, consider how your school does (or could) provide information, modeling and feedback about use of OTR to increase student academic engagement.
- ▶ Prepare to share with the large group.
- ▶ 5 minutes to discuss.

Fact Sheet




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### Additional Information

Peer Assisted Learning Strategies (PALS)

<http://kc.vanderbilt.edu/pals/>

National Institute for Direct Instruction

<http://www.nifdi.org/>

Direct Instruction

<http://directinstruction.org/>

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